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ABSTRACT

The liberal arts have always been considered the purest form of education and its proponents have vigorously defended it against the encroachments of "practicalism." But if we can legitimately claim that liberal arts are truly an education for life, we must remind ourselves that work is the most significant ingredient of our post-educational experiences. We must re-open the liberal arts curriculum to its fullest extent. Six categories of study are used to examine the various options for liberal arts graduates; physical sciences, biological sciences, social sciences, humanities, education, and preprofessional. The student, in trying to fit himself into a particular job slot, should try to think in terms of interests, skills, strengths and weaknesses, likes and dislikes, and in what type of work setting he would be most comfortable. Ultimately the usefulness of the job hunting resources and techniques at your disposal will depend on three factors: (1) your background and qualifications, (2) the type of work you are looking for, and (3) the setting in which you will feel most comfortable. (Author/KE)

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LIBERAL ARTS: Education and Employability

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INTRODUCTION

Next to motherhood and apple pie nothing is more revered by Americans than EDUCATION. Indeed, we have raised its banner to such lofty heights that we could rightly be accused of idolatry; we have spoken of it as THE WORD and thus have committed blasphemy. Yet idols do crack, and if we are to spare ourselves the pain of watching, we must recognize that education is a human affair, intended to serve society not be served by it.

The liberal arts constitute the very backbone of America's educational tradition. Some of our oldest and finest colleges and universities dedicated themselves to the development of adults capable of thinking, writing and acting well. This heritage, however, had its roots deeply embedded in a European university system which was designed to meet the needs of a leisure class within a particular political, social and cultural milieu. While this elitist brand of education served our forefathers well in providing the astute leadership necessary for the building of a fledgling nation, it was hardly consonant with the egalitarian philosophy which they espoused.

We are now rapidly approaching our bicentennial anniversary, and although we have made great strides toward that egalitarian dream, it is not yet a reality. Our technological progress has assured us a position of world power and leadership; the time is ripe for a critical re-examination of our educational priorities.

LIBERAL ARTS REVISITED

According to Maurice Bowra, the purpose of a liberal arts education

> . . . is to produce a fully educated man, fit to take an active part in a civilized society and at the same time to be a reasonably complete human being in his own right. . . But this ideal has long been abandoned, for the good reason that, even when it was practicable, it was intended for only a select few, while we have to consider the education of huge populations in all classes of life.[1]

Bowra is absolutely correct on one point: the liberal arts ideal has been abandoned. But what we have sacrificed is its universal respect for the individual "in his own right," and what we have retained is its basic elitist assumption which is totally inappropriate for mass education. (And by mass education I do not necessarily mean "minority education.")

This elitism is pervasive in both our admissions policies and in our learning processes, but most pernicious in the latter. "Open Admissions" without corresponding retention efforts may be a half-hearted and token gesture, but "learning for learning's sake" is elitism in its most blatant form: it is unnoticeable, uncontrollable, and affects all students.

Undoubtedly the university is for learning, but learning for what: to think, to experience, to become, to prepare? Isn't this what all those crys for relevance are all about? For a majority of students learning as an end in itself is no longer acceptable; learning must also be a means to an end.

If our institutions of higher education are to meet the needs of their increasingly diverse constituencies, it is imperative that the concept of learning is left to be defined by each and every student according to his or her own expectations. Certainly, our colleges and universities have enough resources at their disposal not only to encourage such pluralism but to thrive in it.

> What we are talking about are liberal arts educations. There are many intermediate forms. Within any school, there are devices that can be introduced to reproduce an exciting intellectual milieu for a variety of students. If a school attempts to identify with any one mode of education, then that school would attract only one kind of student and be a very, very dull place to be.[2]

Liberal arts is the most common form of higher education, yet many students enter into it without a clear idea of what it is and what can be done with it. This may be the fault of the student or the university, or both, but for ill-informed and ill-directed students the end result is usually the same: Either they will "find themselves" in graduate school, or facing commencement without the slightest idea of what they are going to do next.

Herein lies the epitome of elitism and human neglect: it is the failure of the liberal arts community to realize that it is becoming increasingly impossible for many students to postpone the question of exactly what they are going to do with such an education for career purposes.

Liberal arts has always been considered the purest form of education and its proponents have vigorously defended it against the encroachments of "practicalism." But if we can legitimately claim that liberal arts is truly an education for life, we must remind ourselves that work is the most significant ingredient of our post educational experiences. Preparation for life is preparation for work.

This injustice is further exaggerated because it involves the imposition of values. On one hand, functionalism is scorned, on the other, it is generally conceded that a mojor function of a liberal education is to develop potential scholars. Admittedly, this should be one of the purposes of a university, but should it be an overwhelming concern in light of the expectations of the total student community and in light of the current employment market?

Ironically, the Ph.D. glut and the consequent cutback in federal support for graduate education may be the saving grace of our undergraduate institutions which are being jeopardized from both above and below. Our graduate schools are cultivating upperclassmen as potential scholars, and our high schools are fervently preparing students to join the education lockstep by feeding them college preparatory courses which will eventually make the freshman and sophomore college years repetitious. The result is that at best the bachelor's degree becomes diluted, at worst superfluous.

Enthusiasts at both levels take the education/success correlation too literally and are doing a great disservice to their students. In both cases, many students should be encouraged to take time off before making the plunge. A waiting game is likely to have positive effects for both undergraduate and graduate institutions because students would approach both directions with committment, enthusiasm, and receptivity, which would ensure goal orientation and achievement.

If we are going to re-instill public confidence in undergraduate education, we must not only realign its function but replenish its quality. The principles of social responsibility require us to admit a constituency that reflects the composition of society and then prepare our students to cope with, contribute to, and serve it.

Given this renewed sense of purpose, we can revise our curriculum to take into account the sort of society the graduate will live in:

> This would include recognition of such trends as urbanization, aggrandizement of large organizations but dimunition of trust and confidence in them, reduced production but increased services and leisure, continued anxiety and alienation, more diversity and less conventionalism, more concern about the value consequences of political decisions, continued inadequacy of helath care, increasing specialization of occupation. . .[3]

It is quite possible that in the near future we will not be talking about just a shorter work day or work week, but a work month or work year. Undergraduate education as we know it may become strictly vocationally oriented. But the inevitable increase in leisure time will provide the impetus for education to become a life-long process which parallels our career development and adds meaning to it. Until that time comes, however, we must address ourselves to the resolution of the current education-employment crisis.

Footnotes

1 "The Idea of a Liberal Arts College," Reflections on the Role of Liberal Education, p. 187.

2 Dr. Alfred Rieber, "Liberal Arts: The Expert's Views," Philadelphia Inquirer, Jan. 9, 1972, p. 8-S.

3 William Buchanan, "What Can Be Done With the Liberal Arts Curriculum," AAUP Bulletin, Autumn, 1972, p. 294.

EDUCATION AND EMPLOYABILITY

Americans tend to look at the

> . . . malfunctioning of the labor market in terms of the personal failings of workers in search of jobs. What is more reasonable than to postulate that if only these workers had more education and training they would not be unemployed or underemployed?[1]
>
> -Eli Ginzberg

The dynamic interplay between education employment is axiomatic and is exemplified by the current mismatch between the supply and demand for college graduates. This phenomenon may be explained in terms of overeducation or underutilization, but we can no longer afford to rationalize inaction by alluding to the temporary state of affairs.

If present educational trends continue, nearly half of our college age population will be enrolled in institutions of higher education by 1980. This figure represents and overproduction rate of 4.7 percent which means that even if we were to regain the torrid recruiting pace of the sixties, it would be considerably overshadowed by the corresponding increase of new college graduates.[2]

While the job market has made an appreciable recovery since the lean years of 1970-71, the liberal arts graduate is finding it difficult to participate in its recuperation. According to the latest salary survey of the College Placement Council, the most rapid upturn in recruiting activity is focused upon technical rather than non-technical personnel, and "one discipline not sharing in general upswing is the humanities-social science category."[3]

During the last decade, many liberal arts graduates could afford not to think about the status of the job market. Those who decided to enter "the real world" were busily swallowed up by recruiters in search of surplus talent, and for those who would postpone career decision making, seek to upgrade their credentials, or join the academic ranks, there was always the secure confines of graduate school. Now such is not the case.

As early as 1970, the efficacy of the laws of supply and demand began turning liberal arts graduates toward other professional routs. The absence of strict curriculum prerequisites coupled with their own growing social consciousness led many students to seek admission to law schools. Consequently, applications and enrollments began to soar. At best the law profession has reached a saturation point, at worst last year's 10,000 law graduates were already too much for the profession to handle.[4] Moreover, a recent study of career plans of Harvard undergraduates indicates that while law school continues to be a prime interest category, a sizable percentage of students are not necessarily contemplating legal careers.[5] If this phenomenon is applicable elsewhere, it would seem that law schools have the dubious distinction of replacing graduate schools as a haven for the uncommitted.

Although more structured entrance requirements make last minute decision-making difficult, medical schools are experiencing a similar plight. Incoming freshmen, already aware of the chronic economic situation, are

knuckling down at the very outset of their college educations in order to meet the rigorous standards, and thus achieve the secure status of the medical profession. Bemoaning the competitive zeal which is being instilled into the hearts and minds of society's future benefactors, the medical progession is confronted by the extremely expensive prospect of expansion programs which the current situation may not permit.

Unfortunately, the above situations are not exceptional, but are quickly becoming the rule. A federal task force on higher education estimated "that by 1977 every recognized profession will have an oversupply of new graduates. Even the perennial shortage of doctors will end by 1978,"says the Health, Education and Welfare Department.[6]

Caught between an unaccommodating job market which encourages specialization, and the contraction of those post-graduate channels which have traditionally provided access to it, the liberal arts graduate is likely to be faced with the perilous prospects of employment upgrading.

The overabundance of college graduates will naturally lead many employers to boost the educational prerequisites of some positions which heretofore have not required a college degree. If this is done without sufficient deliberation, the consequences could be exceedingly harmful. While the degree earner may be immediately gratified by an offer, in the long run he is likely to be dissatisfied. The underutilization of his capabilities, a lower salary and responsibility level will encourage work dissatisfaction and employment defection.

But the most deliterious effects of employment upgrading will not affect the degree earner as much as the person whom he will replace. While the college graduate may not necessarily be happy in his work -- he will have work. But the corresponding result will be a domino-like reaction which will displace uneducated or undereducated workers and thus contribute to hardcore unemployment.[7]

Yet even the most optimistic of prognosticators, the Bureau of Labor Statistics, cannot expect that we will reach supply-demand parity by 1980 without a concomitant spill over of Bachelors degree candidates into skilled or semi-skilled jobs.

> Even then, 2.6 million of the job slots the BLS thinks will materialize by 1980 would involve recredentialization. That is a polite way of saying that, for supply and demand to be in balance, 2.6 million graduates will have to settle for jobs below the level they have been trained for.[8]

Obviously the most desirable solution for all parties concerned would be the creation of new employment possibilities. The key to this is continued business expansion and the restructuring of national priorities. But business expansion is dependent upon capital investment, and this is particularly true of the jobs we need most -- those for highly educated people. Yet the greater know-how required by the job, the greater the amount of money needed to be invested. A computer analyst can hardly perform without a computer!

Undoubtedly, the federal government is capable of providing the monetary impetus for the creation of new employment possibilities so sorely needed by both our new graduates and our society . The development of facilities for the treatment and care of the mentally and physically handicapped and the aged, the building of day care centers, and the improvement of health care delivery systems are just some of the directions for raising the quality of life. Moreover, such a committment on the part of the government would open precisely those opportunities that would be congruent with the interests of our liberal arts graduates. Such efforts, however, will require a vast re-ordering of national priorities; putting a man on the moon may be the epitome of scientific progress, but what about the needs of mankind here on earth?

It is ironic that the hiatus between education and employment should come at a time when we are just beginning to adopt the tenets of mass education, and when large numbers of women and veterans, who "have posponed their entries into the job market," are now coming back to work. We must put a halt to this predicament; the question is how???

To a certain extent this situation is self-correcting. The devaluation of the degree will cause high school graduates to ponder the utility of a college degree; enrollments will decline; tuition costs will increase and more students will turn away. Careerwise, these students along with their college counterparts will try to avoid those paths which are inundated and enter those which promist to yield successful results.

Yet short of a concerted national manpower planning effort, how can we begin to predict the exact number of workers needed to fill employment openings at some future date? And given the possibility of combined educational-industrial-federal planning program, how do we maintain some semblance of career choice of our young graduates?

Footnotes

1 Eli Ginzberg, from the foreword of Education and Jobs: The Great Training Robbery by Ivar Berg, pp. xi-xii.

2 "The Job Gap for College Graduates in the '70s," Business Week, Sept. 23, 1972, pp. 49-50.

3 College Placement Council, Men's Salary Survey, March, 1973, p. 6.

4 Business Week, p. 48.

5 Spence and Ginn, Harvard-Radcliffe Class of 1972, pp. 10-11.

6 Business Week, p. 50.

7 Betty Vetter, "Looking Through the Clouds in Our Crystal Ball," Presented to the Middle Atlantic Placement Association, Sept. 27, 1971, pp. 2-4.

8 Business Week, p. 50.

9 Vetter, pp. 5-7.

THE UNIVERSITY RESPONSE

"The liberal arts education is the best possible education anyone can get."[1]

Andrew L. Lewis, President
Snelling and Snelling, Inc.

"The generalist will be the person most likely to be unemployed during the next decade."[2]

Sidney Marland
U.S. Commissioner of Education

The above quotations need not be mutually exclusive nor mutually contradictory, but they are indicative of the either/or mentality which underlies, and thus undermines, a liberal arts education. While some educators, and undoubtedly some students, are loathe to admit it, inevitably the vast majority of undergraduates will have to confront the job market. It is incumbent upon our colleges and universities to prepare them for this role.

In doing so, however, we need not replace education for education's sake, with education for employment's sake. We must combine the best assets of both: "Too often vocational education is foolishly stigmatized as being less desirable than academic preparation. And too often the academic curriculum offers very little preparation for viable careers."[3]

Once we have dedicated ourselves to this new role, we must embark upon a three-pronged effort which will involve curriculum innovation, re-evaluation of the "major concept," and developmental career counseling.

I - THE CURRICULUM

In her book entitled Education and Employment, Laure Sharp contends that the "renaissance man approach" to higher education is drastically out of step with current trends toward specialization:

> There is no doubt that, from the standpoint of a free and creative society, the idea of diversity in backgrounds and interests -- the scientist who knows economics, the social worker who knows something about engineering the architect who is well versed in psychology -- is attractive and well worth promoting. However, a realistic interpretation of trends since WW II suggests that such cases are rare indeed.[4]

This observation is essentially correct. Yet its validity suffers from the very nature of its own logic. While it is true that some degree of specialization facilitates immediate employment gratification, in the long run specialization can be very hazardous. Specialists are the most inflexible commodity on the market; their livelihood is almost solely dependent upon the status of the economy. During times of rapid technological advancement their training becomes increasingly obsolete, and during times of recession they face the prospect of being "laid off."

Conversely, generalists have more difficulty breaking into the job market because they lack specificity and direction. But if the undergraduate curriculum could provide them with the basic skills to enter the market, they would then be able to utilize their broad conceptual framework and problem solving abilities to adapt to changing manpower needs.

The development of a practical component for the liberal arts curriculum will not signal the demise of learning, but rather renew its vitality. The student will be able to apply theoretical knowledge gained in the classroom to a specific work assignment, and then bring this additional perspective back to the classroom. The end result will be an enrichment of his education and an improvement of his marketability.

One of the most glaring deficiencies of liberal arts graduates is their lack of work experience. This not only prevents the crystalization of career plans, but hinders them from coming to fruition. While it is true that not all students have to work, or want to work during their undergraduate days; many would benefit greatly from on-the-job training prior to their post graduation job hunt.

The lack of familiarity with the world of work has a number of detrimental consequences for the student. First, he has no real means of determining how best to put his talents and interests to use. Second, although he may be very stimulated by his academic experience, he has no assurance that his background will qualify him for the type of work he may decide to do. Finally, he may not realize that strategies which work well in the university environment, for example, switching majors; can become counterproductive when applied to employment.

The critical need to bridge this gap between education and employability has precipitated the development of cooperative education, intern-extern, and work-study programs throughout the country. Many of these programs seek to integrate the efforts of educational institutions and prospective employers from the fields of business, government, and human services in order to produce work experienced individuals who are prepared to enter their chosen fields upon graduation.

Co-op is the most formally structured of these options, and is designed to alternate definite periods of college attendance with specific periods of employment. Students meet with special advisors and select working assignments prior to commencing employment. They are then placed in an internship where they learn the fundamental aspects of a particular career field. During the internship the student's work is closely supervised by both his intern employer and his institutional advisor. Since the internship is a salaried experience, the student can defray the incresing costs of his education while gaining practical know-how.

Obviously it will be incumbent upon each institution to construct these types of programs according to the resources at its disposal. Large universities that have substantial employer contacts through their placement offices can use this medium effectively in creating "work-study" opportunities for their liberal arts students. Many campuses have already begun initiating such programs but most of these tend to help the students who need it least. The overwhelming majority of co-op opportunities exist for accounting, business, management, and marketing majors, who have more definite career plans and the practical talents to achieve them. (While an accounting major may be indecisive as to whether he prefers public or private accounting, it is unlikely he will leave the field.)

Developing a viable co-op experience for liberal arts students will be a major undertaking. Some campuses that have attempted to do so have not been able to find worthwhile placement opportunities. We must convince employer representatives that their investment in such programs will likely pay handsome dividends: The end result will be an experienced, yet well rounded student, who will have much to contribute through full-time employment.

There are several mechanisms to promote interest on the part of the employer. The academic institution could pay part of the salary, or in lieu of salary give the student academic credit for the work experience. Perhaps, the university could offer the co-op institution services in kind -- i.e., cost free tuition for employees of that firm pro-rated according to the amount of time one or more students spend at the company. Another possibility is to give the co-op institution the opportunity to continue the education of its employes on a part-time or full-time basis, and use the vacated job slots for students. Given the

current financial pinch for both educational institutions and industrial organizations, this trade in kind would seem mutually beneficial.

For the smaller liberal arts institutions, especially the colleges who have great difficulty in bringing recruiters to campus, perhaps the best resources to cultivate are former graduates. Alumni would serve as valuable employment contacts and valuable role models as well. Moreover, encouraging alumni to participate in campus career days or career forums is not only an excellent way of keeping them informed on what's happening with the alma mater, but a successful method of passing on information to students about the employment status of their given fields.

Any of the above programs, or a combination of them, should be supplemented by regular course offerings. The status of the economy, manpower trends, and their consequences for career development could provide a general framework. In addition, specific courses could be arranged for members of a particular class: seniors could partake in seminars on resume writing and interviewing and job-hunting techniques, and sophomores would be advised on the relationship of major selection and career choice.

These courses could be taught by regular faculty members in conjunction with placement counselors and guest lecturers from business, government, etc. Preferably, all courses would be given for academic credit.

II - THE MAJOR

While the formulation of the parctical component will obviously require the greatest expenditure of energy, it is important that we do not overlook some of the flaws in our present system.

One of the most significant reasons for the liberal arts student's lack of employment preparation is that "he is not liberally educated but narrowly specialized."[5] Certainly we are looking to develop a degree of specialization, but not academic specialization and particularly not at the undergraduate level. We must re-open the liberal arts curriculum to its fullest extent, and perhaps even grant degrees under the title of Bachelors of Liberal Arts, as William Buchanan has suggested.[6]

Basically, the concept of a major is a curricular device, rather than a functional pre-employment mechanism. Unfortunately, however, many students misinterpret both its purpose and its potency vis a vis employment. This misunderstanding is magnified because of the current economic situation and its correspomding pressures for early career committment.

This does not mean to say that the choice of a major is meaningless. On the contrary, several recent studies have shown that the selection of a major indicates a definite predisposition toward a particular career or career group.[7] However, the utility of this instrument as a vehicle for attaining a particular career is widely overestimated by the student. "I would like to major in _____. What can I do with it when I graduate?" Or, "I would like to to into _____when I graduate. What should I major in?" Thus the seed of potential disappointment is planted, and comes to fruition when he cannot find a job that is "relevant" to his major.

It is understandable that a student's perception of the functionality of his major will fluctuate in direct proportion to the status of the economy, and thus in relation to his success or failure to achieve his employment goal. What is interesting, however, is that his success or failure is somewhat fortuitous, (in the sense that he does not have any control over the job market) yet he is likely to attribute this success or failure to the quality of his undergraduate training.

The results of two studies will serve to illustrate this point. A 1960 survey involving the career outcomes of 1958 B.C. recipients concluded:

> Since most college graduates find jobs related to their studies, one can assume that they subsequently utilize skills and knowledge acquired in college. This good correspondence between education and job requirements and performance is not surprising. Recent cohorts of college graduates have entered careers under exceptionally propitious conditions. Not only has the

> economic climate been favorable, but also technical and social changes have put a premium on college education and on those most recently exposed to new knowledge. This is true in the sciences, as well as in education, management, and even the arts and humanities.[8]

Moreover, the successful achievement or pre-determined career plans by the class of 1958 caused the author, (Laure Sharp) to applaud the work-preparatory role of our colleges and universities, although this task was woefully underestimated by these same institutions:

> . . . we feel that our colleges and universities have accomplished this task more adequately than some of the other tasks implicitly or explicitly assigned to them - such as the creation of intellectually independent and socially cohesive scholarly communities, and the grooming of young people for elite roles in our society.[9]

Sharp's findings are in diametric opposition to the results of a survey involving the relationships between the academic major and the initial employment experiences of 1971 University of Illinois graduates. According to Parrish, Folk and Dold:

> If one assumes that reporting academic training 'helped a great deal' in the job obtained, then the women graduates had a high rate of satisfaction in only 3 out of 17 fields. . . In 11 fields, a majority of the graduates said their college training helped only 'somewhat,' 'very little,' or 'not at all' in the jobs they had been able to obtain. . . The men graduates had a somewhat higher perception of their college training in post-college job seeking but not very much. . . a substantial portion of the graduates believed their college work helped them only 'somewhat,' 'very little,' or 'not at all' in the jobs they found six to nine months after graduation.[10]

To a great extent these authors attributed their graduates' lack of success to the fact that:

> From a labor-market standpoint, 1971 was one of the most difficult years for college graduates in the last 25.[11]

And in conclusion raised the following question:

> Is it the responsibility of institutions of higher learning to call attention to the fact that many fields of interest in college may have little value in providing challenging jobs for the graduates? Should out institutions' curricula serve as a cafeteria line where every student is free to select courses as he wishes and take the consequences?[12]

While we certainly cannot expect our colleges and universities to reconstruct their curriculums according to the whims of the economy, it is likely that for the remainder of this decade they should heed the advice of Parrish, Folk, and Dodd.

III - COUNSELING THE LIBERAL ARTS STUDENT

As the liberal arts student enters his senior year he becomes acutely aware of a lack of goal-directedness that has been gnawing at him for quite some time. What does he want to do when he graduates? The prospect of leaving the academic womb which has been the catalyst for his intellectual, social, and psychological developments finds him groping uncomfortably toward several ill-defined alternatives which are not readily translatable into fulfilling and realistic employment possibilities.

As far as the liberal arts major is concerned, I am not sure that the terms career and job are entirely appropriate. The former to connote some long range, futuristic vision that smacks of determinism, and hardly seems applicable for the vast majority of students who have relatively little work experience and who find it difficult to express what they would like to do because they haven't done it. Conversely, the latter connotes something that is isolated in a point of time and reeks of "a living is something you earn mentality." In other words, a job is a label which describes what you do, but may say very little about who you are.

Steering a productive course between these two poles, and managing to avoid the classical pitfalls is not an easy task. Still, the liberal arts student can improve his chances for success by taking a hard look at himself, and seeking out people and resources to help him.

The importance of self-evaluation cannot be underestimated. Without this, confident decision making is impossible and advice on the part of others becomes at best superfluous, or at worst a crutch. This cannot be accomplished in a crisis atmosphere two weeks before graduation, but should be a developmental process throughout the total college experience.

*Vocational decision-making is a continuous process of making tentative choices, seeking new information and experience, and revising earlier choices by making new choices. The decision-making skills a student he brings to other kinds of choice. Choice requires alternatives from which to choose and some criteria for selection.

From all the jobs that exist, a person is limited to those for which he can qualify for entrance. These in turn are limited to those about which he has knowledge. Information on self and qualifications, and knowledge about job opportunities, are thus both integral parts of vocational decisions. In addition, having the information about self and jobs does not guarantee that the individual will know how to use either, or both, wisely in making choices. Assistance may be necessary in bringing these two elements together in appropriate personal applications and decisions.

Three aspects of vocational decision-making should be emphasized. First, the student needs to study himself realistically in all his interests, needs, abilities, and lifestyle preferences. Second, he needs information about the various options or choices that are open to him - educational, vocational, and lifestyle. Third, he needs to develop his decision-making skills so that he can integrate the first two in a dynamic, on-going, developmental way that will make his life a continuous series of choices, each built upon the experience and evaluation of previous choices. Only then can the student develop a full sense of his own identity and a lifestyle and pattern which will fulfill it.

In attempting to study both himself and the options open to him, the student must engage in a considerable number of exploratory experiences - regular courses, activities, jobs, short-term and special courses, and meaningful contact with the realities of possible job situations.

The general problem of supporting students in exploring the university and the larger environment around it is related to the specific problem of supporting students in creatively thinking about vocational possibilities. The liberal arts experience enlarges the student's view of the owrld, but it does not offer him a feeling of safety in preparing himself for a specific niche. The liberal arts experience, like most explorations, is exciting and dangerous. Many students need the kind of security available through supportive advising to sample new fields. The fact that comparatively few students venture outside of fields in which they know they are competent is an indictment of advising as it presently exists.

Academic advising and vocational advising should be viewed as elements of one process which provides psychological support and factual information to students conducting explorations. A student might use one advisor throughout his college career, or his needs and interests might indicate that he should use several advisors. The normal progression from underclass advising to major advising to vocational advising might involve one advisor referring the student on to another, or the student might want to retain a primary association with one advisor while using others as consultants on specific questions.

The fundamental element of an advisor's effectiveness is the degree to which the student perceives that his advisor is interested in him as a person, not just as a student. The credibility of the advisor's suggestions, the amount of adventurousness the student can derive from the advisor's support, and the extent to which the student can use the advisor as a sounding board in developing his own value system are all dependent on the student's conviction that the advisor cares.*[13]

Developmental career counseling means getting to the student early in his academic experience. This is not always an easy task. Many students do not even attempt to contact vocational advisors until their senior years, and by that time it is often too late. The advisor is no longer able to suggest a variety of options, such as additional curriculum exposure, because the student has already committed himself to a particular course of action. The problem is augmented by the fact that many career advising offices are too passive, and wait for the students to contact them. Outreach programs must be developed.

There are several outreach mechanisms which can be utilized. (1) The establishment of small group seminars or group seminars or group discussion related to career decision-making which can be held in the residence halls, student union, etc. (2) Campus-wide forums or career days which bring representatives from business, government, and other organizations to campus. This is not for recruiting purposes, but rather to provide students with the opportunity to ask questions concerning various occupational roles. (3) Classroom discussions involving topics of mutual interest fro both students and faculty members.

The current economic situation and its corresponding employment uncertainties, makes developmental career counseling all the more necessray. On One hand, there is a rising tide of career indecision on the part of today's college students,[14] on the other hand, these same students are forcing themselves to make early career committments often without appropriate forethought and preparation. This is a deadly combination, especially for liberal arts students who are generally most ill-equipped to make such decisions in the first place.

In this respect, it is imperative to underline the critical difference between developmental counseling, and career counseling as it is generally practiced. While the former connotes a continual process aimed at providing the student with the wherewithal to cope with a succession of choices even after he leaves the university environment, the latter often aims at providing the student with sufficient information during his undergraduate years so that he may make a committment to a life career.

Long range career planning is becoming obsolete. Career counselors should concern themselves with short-term planning geared to immediate employment gratification for the liberal arts student. Such an approach is not irresponsible, on the countrary it is based upon a realistic appreciation of the problems which confront the student.

While many students tend to verbalize their decision-making problems in terms of the lack of options, it is more likely that it is the abundance of alternatives which paralyze them. How can they rationalize a choice between option A. B. or C when they have not done any of these? Moreover, if some students view the selection of a major field as an irreversible or irrevocable choice, is it any wonder that they cannot begin to cope with the idea of long-term career committment?

The "springboard" approach to career planning is based on the assumption that once the student enters the job market and gets some work experience, he will be better able to assess his interests and talents, and then make an appropriate move according to his revised set of priorities. A 1970 College Placement Council report attests to the validity of such an approach: "Three years after graduation, 41.5 percent of the men and 51.1 percent of the women were no longer with their first employers."[15]

I am not suggesting that we should substitute development counseling for the "placement" function; both are integral parts of the decision-making process, and quite naturally follow one another. I am suggesting, however, that we do not allow the placement function to overshadow our counseling responsibilities. If the raison d'etre of career advising is to serve students, then we must be student, rather than job oriented. The idea is not to squeeze the student into an uncomfortable and predetermined "job slot," but to help the student locate those employment possibilities which reflect his own life-style requirements.

Footnotes pp.

1 "Liberal Arts: The Expert's View," The Philadelphia Inquirer, Jan. 9, 1972, p. 8-S.

2 Ibid

3 Lawrence Davenport and Reginald Petty, "An Overview of Minorities and Career Education," from Minorities and Career Education., p. 3.

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5 H. Edward Babbush, "Will 1980 Be Too Late?" Journal of College Placement, Dec. 1972 - Jan. 1973, p. 37.

6 "What Can Be Done With theLiberal Arts Curriculum," AAUP Bulletin, 1972, p. 294.

7 Sharp, p. 7, Astin and Panos, The Educational and Vocational Development of College Students, p. 132.

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9 Ibid, p. 115.

10 "College Women and Jobs--How Well Did the Class of '71 Do?" Journal of College Placement, Dec. 1972 - Jan. 1973, pp. 70-71.

11 Ibid, p. 71.

12 Ibid, p. 73.

13 *. . .* This section is a direct excerpt from The University of Pennsylvania's Committee on Undergraduate Education Report, Chairman, Jack Russell.

14 Helen S. Astin and Ann S. Bisconti, Trends in Academic and Career Plans of College Freshmen, College Placement Council Foundation, Report No. 1, p. 5.

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THE STUDENTS AND THEIR OPTION

Oh liberal arts please tell me true
Just why am I involved with you?
For investment or consumption
What, pray tell, is your main function?

Scholars advise, "Do what you can,
Develop yourself as a Renaissance Man;
Always search for the ultimate TRUTH
On bathroom walls or telephone booths."

So, I've taken English, History and Psych;
Studied Shapespeare, Gibbon, and Reich.
Read philosophy with persistence,
And questioned the value of existence.

Graduation's here - I'm very annoyed
Joining the ranks of the unemployed.
Interviewed by everyone under the sun;
Jack of all trades, master of none.

What's the goal of education?
Years of futile preparation?
For you L.A. I hardly can clap;
'Tween you and reality - a credibility gap!

I - A WORD TO THE WISE

Before launching into the job market, it is a good idea for the student to detach himself from particular employment labels such as advertising, marketing, publishing or personnel. "Labeling" may be functional in placating his parents, who are dying to know what he is going to be when he grows up, but this is putting the cart before the horse. In a very real sense, his work will be what he makes it.

Rather than trying to fit himself into a particular job slot, he should try to think in terms of interests, skills, strengths and weaknesses, likes and dislikes, and in what type of work setting he would be most comfortable. Does he want to work with people, ideas, data or things? If people--children, teenagers, adults; mentally or physically handicapped, socially or economically disadvantaged? Rarely will his choice be limited to only one of these areas; usually a combination of possibilities exist.[1]

Contrary to popular belief, all liberal arts majors do not teach or work for the government. According to a survey done by Robert Calvert, who has spent many years investigating the career patterns of liberal arts graduates, almost five out of every ten students work for private enterprise; two out of ten are teachers; one out of ten works for the government; and the remaining graduates do community work, research, etc.[2]

While the Calvert study was completed some time ago, it is still extremely valuable in two respects. First, it helps to break down the traditional employment stereotype of the liberal arts graduates; even at the time of the survey when the education market was considerably better than it is today, only 1/5 of the liberal arts graduates were involved in teaching careers! Second, it points out that while there may be a traditional antipathy on the part of liberal arts graduates for business careers, the overwhelming percentage of these graduates eventually find their way into the private sector. (Uprooting this inherent pre-employment bias would make an interesting project for career counselors.)

II - THE OPTIONS

Any brief, and yet realistic appraisal of the employment options for liberal arts graduates is impossible. Do you concentrate on where former graduates have gone? Where present graduates do go? Or where potential graduates want to go? Should you talk about gross possibilities at the risk of injecting too much optimism into the student, or realistic possibilities which might cause him to feel defeated before his job-hunt begins? Do you talk about the opportunities suitable to various majors when you already know that the major concept is not really applicable, or do you put everything in terms of professional job labels, such as sociologist, historian, and physicist when these are hardly

appropriate for bachelors degree candidates? Lastly, there is always that uncomfortable awareness that no matter what sage advice you bestow upon a student, the ever-changing winds of the job market may prove you wrong!

Now that I have totally excused myself from the understandably incomplete nature of what is to follow, I will get to the point. The various options for liberal arts graduates will be broken down into six parts: physical sciences, biological sciences, social sciences, humanities, education, and pre-professional. (Note: Teaching possibilities in the first four categories will be listed in the education section.)

THE PHYSICAL SCIENCES: CHEMISTRY, MATHEMATICS, STATISTICS, PHYCHICS

Generally speaking, majors in the physical sciences tend to gravitate toward employment opportunities in business and government as opposed to education and social service. This search for relevant work opportunities, however, has a significant drawback:

> The bachelor's degree is considered little more than an apprentice license in the sciences. The individual who has earned this degree can expect to find some challenging positions, but he will more frequently observe others with advanced degrees being promoted or hired to better positions. Of necessity, if he wishes to advance, he will be forced to assume graduate studies.[3]

Some work opportunities in the physical sciences are also dependent upon the status of the economy, federal research contracts, geographical location, etc. This requires a considerable degree of mobility on the part of the employee.

The work setting for the physical scientist will vary greatly according to personal preferences and capabilities. Some of the more realistic working environments for the bachelor's degree candidate include: hospitals, pharmaceutical companies, technical sales organizations, manufacturers of scientific instruments, and production industries.

A. Chemistry: Industrial, governmental, and institutional research usually requires an advanced degree; preferably a Ph.D., in some cases, however, the bachelor's degree earner may be able to do some assisting on such projects if he has committed himself to eventual graduate work. It is more likely that the new graduate will find opportunities in various technical sales positions, in the production industries: foods, textiles, apparel, pharmaceuticals, or with certain federal departments or agencies: Health, Education and Welfare, Agriculture, Interior, Food and Drug Administration, etc.

B. Mathematics and Statistics: Since work in "pure mathematics" is practically impossible without an advanced degree, the bachelors candidate who is not planning graduate work would do well to gravitate toward applied mathematics. Opportunities in applied mathematics and statistics for the new graduate are likely to be best in computer programming and data processing, and the insurance industry (acturial science). Qualified teachers of mathematics are also in demand (see education section). Students with solid foundations in these fields can channel themselves in many directions as well as into federal employment: Department of Commerce, Defense, etc.

C. Physics: Opportunities for the bachelor's degree earner in physics are quite rare. According to the American Institute of Physics:

> To prepare for work in physics you should take as many math and science courses as you can, at the same time balancing off with English and the social sciences. A college degree is a must and advance study leading to a master's degree and a doctorate is recommended. Top physicists are usually Ph.D.'s.[4]

Most physicists work in the electrical equipment or chemical industries, or with the Department of Defense, National Bureau of Standards, and National Aeronautics and Space Administration.

THE BIOLOGICAL SCIENCES

The overwhelming number of cross-disciplines in the biological sciences prohibits a total investigation of career possibilities in the field. However, it is important to note that the greatest number of biologists work for the federal government especially in the Departments of Agriculture and Interior and the Food and Drug Administration, and to a lesser extent in the Department of Health, Education and Welfare, The National Institute of Health, and the Atomic Energy Commission.

In addition to pre-professional opportunities in medicine, nursing, dentistry, veterinary medicine, students interested in post baccalaureate opportunities should investigate some of the following possibilities: (1) Medical and biological illustration, (2) Science writing for "house organs" of pharmaceutical, chemistry and insurance companies, (3) Biological supply houses, (4) Science librarianship in mineral, biological, agricultural and industrial libraries, and (5) State Conservation Commission, National Park Services, and the Bureau of Sport Fisheries and Wildlife Service.

THE SOCIAL SCIENCES AND HUMANITIES - AN OVERVIEW

With the exceptions of public school and university teaching the employment opportunities for social science and humanities majors are likely to have little or no correlation with their undergraduate training. While this is not a hard and fast rule, and does not apply to the same degree for each major (i.e., an economics or psychology major will usually find his undergraduate preparation more useful than a history of philosophy major), students should be heartily encouraged to consider themselves liberal arts graduates and think in terms of what possibilities will best utilize their interests and abilities.

General opportunities for social science and humanities majors include: (1) Government: Departments of Health, Education and Welfare, Housing and Urban Development, Foreign Service and United States Information Agency, Veteran Administration, etc. (State and local government positions usually parallel those of the federal government.) (2) Business and Industry: A cursory glance at the 1973 College Placement Annual reveals the following possibilities for liberal arts graduates: banking, finance, tax insurance, commercial banking, sales, underwriting, claims investigation. (Other business opportunities include: publishing, advertising, public relations, and consumer services of all types.) (3) Social Services: at all government levels, non-profit organizations, hospitals, health clinics, etc.

Social Sciences:

A. Anthropology: The overwhelming number of anthropologists have Ph.D.'s and teach in colleges and universities. The B.A. candidate should investigate museum work, public health programs, community survey work, recreation, and National Park Service.

B. Economics: The economics major should investigate banking, insurance and investment companies, and employment possibilities with the Federal government such as the Departments of State and Commerce and the Agency for International Development.

C. History: Similar to anthropology, history is basically a teaching field geared to advanced degree candidates. The history major should, however, look into work with the Department of State, state and local history societies, museums, archival work (General Service Administration), research foundations, etc. Also possibilities in publishing and journalism exist for the student who has a flair for writing.

D. Political Science: Opportunities for the political science major are very similar to those of the history major. In addition, however, the political science major should investigate administrative trainee positions at all government levels, budget analysis, and personnel work.

E. Psychology and Sociology: Students in both majors can investigate the wide range of possibilities in social service at all government levels. (Non-profit foundations and clinics, mental hospitals, correctional institutions, community health centers.) Also, personnel work, market research, consumer surveying are worth looking in to if the student has a solid background in statistics.

Humanities:

A. English: "Do you hire college graduates who have a liberal arts education with a major in English even though they lack special training in your area?"

Linwood E. Orange, a professor of English at Southern Mississippi University, asked this question to over four hundred major business corporations as part of his study entitled: English-The Pre-Professional Major.

Positive responses to the above question came from many different types of companies, many of which English majors might tend to exclude in their "job-hunt": chain stores, chemical and drug companies, public transportation, and firms involved in mechanical, construction, and electrical equipment. In addition, "yesses" came from more expected sources: banks, publishing houses, insurance and communications companies.

The front-running career areas for English majors include "personnel relations, listed by 62 percent of the participating companies; followed by sales and marketing, 58 percent; public relations, 51 percent; advertising, 44 percent; editing and writing, 43 percent and research and investigation, 22 percent.[5]

B. Journalism: Majors in this field would do well to follow some of the prospects indicated for English majors in the Linwood study. But because writing opportunities are difficult to come by, they should also investigate opportunities with "house organs" or large companies.

C. Foreign Languages: If the student is not bi-lingual or tri-lingual, he would do best to consider himself in the liberal arts category and proceed from there.

The overwhelming majority of past-baccalaureate opportunities for foreign language majors will have little or no relevance for their language aptitude per se. While this does not mean that it is impossible to find work where language competance is the primary cirterion, such opportunities are rare, and require exceptional training and skill.

For those language majors who consider themselves linguistically competent, opportunities with the State Department (Foreign Service, United States Information Agency, the United Nations, UNESCO, Agency for International Development, and the "intelligence professions" might be worth looking in to.

EDUCATION

An "Education Staffing Pattern Update" by Phylis O. Greenfield of the National Center for Information on Careers in Education, yielded the following pertinent trends for those liberal arts undergraduates with teaching certification. Forty-nine states and the District of Columbia responded to the NCICE questionnaire:

1. A new sensitivity to all interest groups as evidenced by the requests for bilingual instructors (18 states), environmental teachers (11 states), and ethnic studies instructors (6 states).

2. A continuing deficit in the number of male elementary teachers. Of the 13 states registering a scarcity of upper elementary instructors, all but one state specified male instructors only.

3. A continuing short supply of people in the area of mathematics. Over one-third of the states indicated a deficit in such personnel.

4. An ongoing glut of social studies and language arts instructors in the education marketplace. One state registered a need for such personnel.[6]

Those liberal arts undergraduates with teaching certification who are unable to find teaching jobsshould be encouraged to investigate non-classroom education opportunties. In an article entitled "Working Around the Teacher Surplus," Frances E. Burtnett suggested that these students look into educational administration, pupil personnel services, technical services, and supportive services.[7]

III - PRE-LAW EDUCATION

There is no officially prescribed pre-law curriculum. This apparently impracticable statement results from the fact that law schools require learning of a certain quality rather than of specific content. This attitude, therefore, gives a pre-law student considerable liberty to indulge his or her individual tastes without the irritation of curricular strictures. The nature of the study and uses of law actually forecloses the specification of certain courses and extra-curricular activities for pre-law students.

Pre-law training, as suggested by the Association of American Law Schools, would emphasize comprehension and expression of words, critical understanding of those human institutions and values with which the law deals, and creative power in thinking. Generalizations-and you might just as well get used to them if you're going to study law--do not invite precise decision. Political Science and English are fine majors. So are Finance and Biology. And Romance Languages, Psychology or Civil Engineering produce fine lawyers. If this leaves you up in the air, considering the nature of law, it may be just as well. But some suggestions are in order:

1) The essential qualities of a pre-law education are depth; intensity and sophistication of content and technique. Go beyond introductory, purely informational courses.

2) Although law schools discourage undergraduate "law" courses on the thoery that you'll-get enough-of-that-in-law-school, some students have credited at least one law course with helping them avoid nervous prostration from some portions of the Law School Admission Test. Also, such courses may give you a picture of the study of law.

3) On a more pestrian level, some schools recommend an accounting course; and a typing course is a good idea--especially if your handwriting is illegible.

4) CAVEAT: Even though an official census of law schools indicated an acceptable maximum of 25 percent pass/no credit courses, we suggest that such courses be kept to a minimum. Their only value is in connection with a desired or required course destined to adversely affect your average.

The best advice for a pre-law student is to get as stimulating an undergraduate course of study as the University and your interests allow. Nothing procudes poor grades as much as boredom. Take courses which will try your capacities to the utmost. The experience of working hard will stand you in good stead in law school.

To quote the Arizona State University bulletin: "Find courses that stretch the mind, even though they weary the body. . ." and take them.

This statement was prepared by (Mrs.) Beryl Dean, Esquire, Pre-Law Advisor, University of Pennsylvania.

IV - PRE-MEDICAL EDUCATION

The study of medicine has steadily grown in popularity in the 1970s for a variety of reasons. It continues to be a field in which there are more jobs than trainees; it commands status and good salaries; it involves a lifetime of potentially useful work; it is still full of challenges; there is a wide range of career opportunities available once you have gained the basic degree. Although medical schools have been growing to keep pace with the demand for more physicians, the number of available places is roughly 40 percent of the number of applicants. In the next few years perhaps only one out of three qualified applicants will be able to find a place in a medical school in the United States. For this reason, the admissions standards have become increasingly high and the successful applicants are usually students who have extraordinary records of general academic as well as scientific achievement and strong motivation and potential.

Almost all medical schools have some specific entrance requirements which include two years of college level chemistry, a year of biology and a year of physics. In addition a year of English is a prerequisite for most schools and either college math or calculus is required by many. Most schools prefer candidates with a BA or BS degree. You can major in any discipline and some schools definitely encourage you to pursue a well-rounded undergraduate career which includes social science and humanities as well as natural science courses. Crucial to the whole process is skill in the natural science prerequisites and performance in these basic courses should be from good to excellent no matter what a student selects as a major.

A good physician is bright, capable of very hard work and tedious study, sympathetic, caring and dedicated to a scientific outlook. Women are as well suited to this profession as men and the number of women accepted into medical school is increasing rapidly. In the 1972-73 entering class, women constituted 16 percent of the applicants and 16.8 percent of the acceptances. This is an increase of 6 percent in a period of less than 5 years. Minority groups have been underrepresented in medicine and to correct this, minority students are especially encouraged to apply by virtually all schools.

Careers in dentistry and veterinary medicine also involve post graduate education leading to doctoral degrees. These fields require essentially the same prerequisites as medicine, the same emphasis on science skills and the same high degree of motivation.

This statement was prepared by (Mrs.) Esther Rowland, Health Professions Advisor, University of Pennsylvania.

Footnotes

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THE GRADUATE'S SELF-SERVICE PLACEMENT CENTER

This article, by Peter H. Jacobus, is reprinted from the recent edition of Graduate Magazine with the permission of the Approach 13-30 Corporation.

WHERE THE JOBS ARE

The greater the discrepancy between the type job you are looking for, and the type job you are qualified for, the more difficult your search is going to be. It is not necessary that you totally compromise yourself, but only that you temper your idealism with some realism.

If you are the product of a goal-directed, preprofessional undergraduate program, chances are that you already have a pretty good idea of what you are looking for; the question is - where to find it. Conversely, if you are generlist, it may not only be a question of where to look, but what to look for. As a liberal artist your problem is not liketly to be the lack of options, but rather the abundance of them. Don't let diversity paralyze you. Remember employers hire people, not degrees.

Ultimately the usefulness of the job hunting resources and techniques at your disposal will depend on three factors: (1) your background and qualifications, (2) the type of work you are looking for, and (3) the setting in which you will feel most comfortable. So before you plunge headfirst into the job market morass, stop and take a hard look at yourself. Then try the resources below which fit your needs best.

THE UNIVERSTIY

Because of its geographic proximity and your familiarity with its people, the most logical place to begin your job search is on your own campus.

The Placement Office does not place anybody, but it is the first place to go. Like a private employment agency, the placement office serves as an intermediary between the candidate and his prospective employer. Unlike the employment agency, however, it is candidate- rather than job-oriented, and provides multiple services for little or no charge.

Placement offices vary greatly in terms of the quality and quantity of personnel and information, but most furnish direct and indirect services.

Indirect services include: (1) Counseling-exploring your interests and qualifications and translating these into marketable options. (2) Mechanic--helping you parpare resumes and letters of application, and preparing you for that first interview. (3) Credentials--gathering letters of recommendation, resumes and sometimes transcripts for present and future use; (in many instances you will be expected tohelp pay for mailing and fuplicating costs). (4) Miscellaneous--some placement offices will let you use their services even if you are not enrolled at their institution. This may require a fee and usually requires a letter from your own placement director plus transmittal of your credentials. If this is out of the question, perhaps the placement director will give you the names and addresses of other placement officers in other areas. But you should be able to use their career library information.

Direct services that placement offices offer include:

(1) On-Campus Recruiting in which representatives from business government, educational institutions and other organizations interview prospective candidates. If the recruiting program on your campus is over, ask your placement officer for a recruiting schedule and contact these representatives on your own. At least you will know who is hiring and who to contact.

(2) Job leads are usually called in by employers who ask counselors to refer qualified applicants to them. The counselor will then either send you the information or send out your credentials. (This should never be done without your permission.)

(3) Vocational information is available in the "career library." This will be especially important for those of you who already realize that very few recruiters come on campus to interview liberal graduates. This does not mean, however, that there are no jobs for you; it only means that you are goind to have to ferret them out for yourself. Some of the most useful publications to latch on to are: The College Placement Annual, The Liberal Arts Directories, Profiles of Involvement, The Federal Career Directory, and The Educator's Placement Guide.

The Alumni Office of Association can help you contace recent graduates. People who've been out a couple years cannot only give you an inside view of what it's like to work in a specific field, but they might be able to turn you on to a current opening within their organization. These people are happy to help a fellow grad in distress. Some alumni associations maintain offices in large metropolitan areas throughout the country which can be very important if you want to relocate.

The University library may contain a number of references guides which are either too expensive for, or generally unavailable in the placement office: Standard and Poor's Register, Moody's Manual, Dun and Bradstreet, and other listings of American and foreign firms and their subsidiaries. The library may also have special guides to help locate advertising firms and publishing houses, for example.

NON-UNIVERSITY RESOURCES:

You're in the real world now; no mollycoddling or handholding allowed.

Private Employment Agencies enjoy a mixed reputation. They have a stake in your action because their fee is contingent upon "successful placement." While not all agencies will try to force round pegs into square holes, any indecision on your part may open the floodgates to a series of unexpected suggestions: ("Have you thought about becoming a secretary; try it, you'll like it!") As a result, a private employment agency will be most effective for the student who knows exactly what he wants to do, and knows exactly what his priorities are (and of course has the qualifications to back these up).

Employment agencies are most often sought out by people relocating to an unfamiliar city, and there's usually a large number to choose from. (Check out theDirectory of Private Employment Agencies.) Since many agencies specialize in different fields, select that agency which advertises the types of

positions that interest you. Now, is it accredited by a professional association or organization like the American Institute of Employment Counseling? Are its personnel certified? If you cannot answer these questions call your Chamber of Commerce or the Better Business Bureau.

Most employment agencies require you to sign a contract guaranteeing to pay a commission for any position you acquire through its services. This will usually be 5 to 10 percent of your first year's salary. Even if the ad is marked "fee paid" you may be legally responsible if your employer fails to deliver the goods of of your employment is terminated "unexpectedly."

While states have regulations designed to protect you from exploitation; these laws vary from state to state. Generally they prohibit discrimination, illegal kickbacks, soliciting for immoral purposes and premeditated misrepresentation. If you feel you've been had, report the incident immediately to your local Human Relations Commission, or its counterpart.

State Employment Offices are becoming increasingly involved in professional, managerial and scientific placements, especially in large urban areas (the New York State Employment Service, for instance). Many engage in vocational testing and career counseling, and provide up-to-date labor market information. If your state employment office has not become overwhelmed with unemployment compensation claimants, it's worth checking into.

Professional Associations and Societies are an intermediate buffer between the soft security of campus contacts and harsh realities of the real world. Many of these organizations provide placement services for their members, publish job openings in journals or separate newsletters or at least have annual meetings or conventions where contacts can be made. Most have special membership and subscription rates for neophytes, although your application may have to be countersigned by a faculty or association member.

No matter what your academic major, there is almost always an organization which represents your field on a national leve. Names and addresses can be found in the Encyclopedia of Associations or by seeking out appropriate faculty members. Most academic departments subscribe to relevant publications and post job openings; so before you spend, do some footwork. For the most part, however, professional associations and their publications are aimed at those with advanced degrees and appropriate work experience.

Other Sources: There are, of course, some organizations which cannot be neatly categorized. These are neither professional academic associations nor employment agencies per se. Sometimes these organizations are specifically geared to help particular racial or ethnic groups, (Urban League) or women (Alumnae Advisory Council, Philadelphia Opportunity for Women, etc.) or possibly to help those with physical disabilities (Just One Break).

These resources should get you started. You'll uncover more as you look.

JOB HUNTING TECHNIQUES

Direct contact is the most consistently effective means of generating interviews. A well-placed letter and resume or a well-timed phone call will get you in the door.

Letter Writing is a formal, but widely accepted method for contacting a prospective employer. You may use either the "rifle" or qualitative approach which is aimed at specific types of organizations, or the "shotgun" or quantitative approach which is a more random method. In either case make sure to address your correspondence to a particular individual, hopefully, the one who is doing the hiring. (Your placement director will have the names of recruiters, or check out some standard business directories.)

Always follow up such mailings with a phone call (or with a visit if in your letter you have announced your arrival in town). Unsolicited mail may be placed in a "circular file," so if possible, allude to the fact that your placement director (use his name) suggested that you get in touch. At least this will ensure some response, since the employer will have a few qualms about offending his major link to the campus gold mine. Make sure you ask your placement director if this is okay or it could be embarrassing.

Telephone Calls and Walk-Ins are generally less acceptable, but if done with adroitness, they can be highly effective. Local calls can save you a great deal of time and energy before you launch you mail campaign. Once again, use the "placement director suggested" gambit, and find out if there are positions available. If you get a positive response, try and get an interview. In most cases you will be requested to send a letter and a resume, so in that letter be sure to refer to your previous conversation.

An unannounced visit to a prospective employer may be a disaster or a pleasant surprise. Since he doesn't realize that he may be very busy, very unavailable or very out of town. And you just may find yourself sitting in his office for the remainder of the day. If, on the other hand, he grants you an audience - viola instant interview.

Personal Contacts and excessive pride do not mix. Many students are reluctant to "use" friends and relatives. But what are friends and relatives. Given the current job market, put your ego and fears aside and ask. An offer will result from your qualifications, not your acquaintances. (By the way, have you spoken to your former employer lately?)

In addition to personal contacts, a visit to your Chamber of Commerce, Rotary or Elks Clubs will enable you to find out how business is doing in your area dn whether or not new industries are cropping up. Where there is a new shopping center being constructed there are likely to be jobs available soon.

Want Ads can give you both valuable information and no-so-valuable misinformation. They can direct you to positions available, the salaries and the necessary qualifications; they can also give you the names of agencies which deal in the types of jobs you are looking for. But, watch out for come ons: "promotion guaranteed," "big future," "earn your first million," etc.

The classified of a large metropolitan newspaper are usually alphabetized for easy reference. You will find several different kinds of ads. The straight ad will list the positions available, requirements, salary, etc. and the name of the employer or employment agency. A box number ad will list all of the above but give a box number in place of the employer or agency. (This does not require response, or even any acknowledgement on the part of the employer.) A blind ad lists none of the above, not even a box number, but seeks to attract your attention with some sort of gimmickry. This may be a hoax but because it is not likely to attract hordes of interest, you might respond on a lark.

Remember only a small portion of available jobs will be advertised, and many of these will tend to exaggerate "necessary qualifications." If you respond to a want ad, make sure you send a follow-up letter. Even if you don't get the job, you may be considered for a future opening.

Situation-Wanted Ads can be placed in almost any newspaper, trade magazine or professional publication. In writing one, make sure you select a medium that will get to the type employer you want to work for. Be brief, be positive and speak to the specific needs you can fill. In other words, don't represent yourself in a nebulous fashion, i.e. "Researcher," if you are a Serbo-Croation translator. The prices of classified ads will vary according to the reputation and circulation of the publication.

The key to successful job hunting is momentum. The more interivews you set up, the more people you meet and letters you mail, the more job leads you are going to generate, and the more likely you are to find the job you want.